

# NATIONAL CONGRESS BULLETIN

NOVEMBER, 1943

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 11, NO. 3

## Monthly Memo TO: Local Presidents

**T**HIS past month the mail has brought me many letters from you, many programs which show how you are working in your own school and community, and many clippings about your projects. Judging by the requests for membership cards and the reports of large memberships, I am daring to hope that we might reach the 3,000,000 mark this year. Can you help us reach that goal?

**HIGH SCHOOL ASSOCIATIONS.**—From various parts of the country have come reports of high school associations which are becoming parent-teacher-student associations. The membership is growing, attendance is greater than ever before, and, best of all, the young people work with their parents and teachers on many projects. Perhaps the war needs of youth and our attempt to meet them will give us new patterns of work for our high school associations. A Saginaw, Michigan, High School Association asks me if any high school association has a larger membership than theirs: 1,233 to date, with the expectation of more. From office records we are unable to answer this question, but if you have more members won't you write and tell me?

**WAR ACTIVITIES.**—During the past few weeks, your president has had direct contact with various government agencies with which we cooperate, and I am passing on their messages to you.

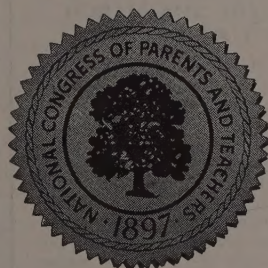
**Food**—This winter, as never before, there is need for food conservation and prevention of waste. If we don't waste the tiniest morsel of food we can keep a high standard of nutrition here, can feed our men in service, and can do our share in helping the needy of other lands. This is a type of war activity in which everyone can join.

**Fats**—There is great need for more fat. Won't you save every bit you can, remembering that even a teaspoonful is important. As an added service, see to it

that your school lunch or school cafeteria saves every drop of fat. This is a direct request of us from the government.

**OCD**—One answer to the problem of delinquency is to give our younger teen age boys and girls some share in useful community activities. The OCD is sponsoring what is called "Junior Citizens Service," and adult leaders are needed to help direct its activities. Youth-serving groups—schools, churches, libraries, police departments, recreation agencies, and parent-teacher associations—are asked to cooperate in every locality. Before long, material will come to every association, direct from the OCD in Washington, and it is our hope that wherever possible our local associations and councils will cooperate with other groups or will take the initiative in cooperating with the local OCD in developing this Junior Citizens Service.

**School Lunch**—Stories keep coming to me about the fine work being done in various communities on behalf of school lunches. Clippings came to me a few days ago from Amarillo, Texas, telling how the Council had a 10-acre garden last summer and the parent-teacher members canned 20,000 No. 2 cans of vegetables. Speaking of school lunch projects, you will be interested to know that your national chairman of Legislation and the chairman of Community School Lunch Project are keeping closely in touch with proposed legislation for continued aid.



**Children's Bureau**—There is growing concern over the number of children who have not returned to school this fall but have remained at work. There is also concern over the types of work which are being done by those in the early teens, for there is much evidence of a tendency to break down the protective laws covering child labor; and all this comes at a time when the Children's Bureau has suffered a cut in the budget item for supervision of child labor.

You might investigate conditions in your own community. Do young folks try to attend school and then work 40 to 70 hours a week in stores, bowling alleys, shops, etc.? The Children's Bureau is responsible for upholding the provisions of the Fair Labor Standards Act as they apply to workers under 18. Your president is a member of an advisory committee to the Industrial Division of the Children's Bureau, and also of an advisory committee to the Junior Citizens Service of the OCD.

**BULLETIN FILE**—By filing my copies of the *National Congress Bulletin* in a looseleaf notebook cover, I find that I have a very useful reference book on all current P.T.A. matters. Have you done this? Do you know that for 20¢ a year the Bulletin will be sent to any of your officers, chairmen, or interested members? We are not trying to build up its circulation, but we do try to give you much information and helpful material each month. This should come to the attention of all your officers and chairmen and interested members so that they may understand the scope of parent-teacher work.

• I'll be looking for more letters from you.

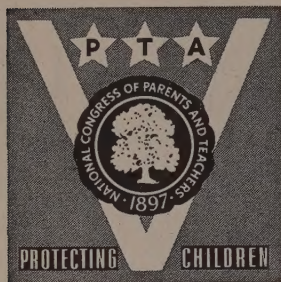
*Myrinetta A. Hastings!*

President

National Congress of Parents and Teachers

**Dial In On The Baxters • Saturdays—1:30 p. m., E. W. T. • Over NBC Network**





# WHAT *Every P.T.A.* CAN DO TO CURB JUVENILE DELINQUENCY

• *Program suggested by a special committee of  
the National Congress of Parents and Teachers*

**T**HE alarming nation-wide increase in juvenile delinquency is recognized by the National Congress of Parents and Teachers as a condition calling for immediate and constructive action.

At its meeting in May, 1943, the Board of Managers approved the appointment of a committee to "formulate definite plans on state and local levels to meet the increasing trends in delinquency." This committee — made up of the chairmen of national committees on: Juvenile Protection, Character and Spiritual Education, Home and Family Life, Legislation, Mental Hygiene, Narcotics Education, Recreation, Social Hygiene, and one state president — has been at work on the problem for several months. Their separate reports have been coordinated into the article appearing here.

• Local P.T.A.'s are in a strategic position to combat delinquency within their respective communities, and many have already accomplished much in this respect. Much more remains to be done. We must start a nation-wide campaign to wipe out this threat to the welfare of America's growing boys and girls. The National Congress urges every local P.T.A.: (1) to make use of the following information in its programs; and (2) to act upon the suggestions for P.T.A. activities.

## THE INCREASE IN JUVENILE DELINQUENCY

In his recent article, "Juvenile Delinquency, a National Problem" (September *National Parent-Teacher*), J. Edgar Hoover, head of the FBI, writes as follows: "Last year young persons under 21 accounted for 15 per cent of all arrests for murder, 34 per cent of all arrests for robbery and larceny, and 50 per cent of all arrests for burglary. Arrests of boys, as compared with 1941 figures, increased 17 per cent for assault, 10 per cent for rape, 26 per cent for disorderly conduct, and 30 per cent for

drunkenness. On the girls' side the picture is even darker, with arrests rising almost 56 per cent and offenses against common decency alone soaring to 106 per cent increase.

*"During 1943 this upward tendency has continued. . . . There is no one panacea for all cases. The problems arise in the community and they must therefore be dealt with individually. . . . If we are to plan effectively for prevention and control of juvenile delinquency the efforts of all agencies with responsibilities toward children and youth should be coordinated in the community."*

## REASONS FOR THIS INCREASE

The causes of juvenile delinquency — poor heredity, quarreling and other unpleasantness at home, low moral standards, and lack of economic, social, or emotional security — were with us long before the war, but the war has intensified them. It has broken up many homes. Fathers have moved into other communities, leaving to their wives complete responsibility for the children. Mothers of preschool and school-age children have taken defense jobs. In wartime as in peacetime, juvenile delinquency results from failure to satisfy the fundamental needs of children and youth — the need for security and

understanding, the opportunity for proper growth and achievement. For every delinquent child there is a delinquent parent and, in many cases, a community which wasn't sufficiently interested in the welfare of its children.

*Study of the present situation reveals the following as the principal causes of juvenile delinquency today:*

1. The breaking up of homes, involving a lack of parental supervision and a loss of family stability. More than 55 per cent of delinquent children come from such homes.
2. The inadequate care of children whose parents work.
3. The employment of young people in jobs that pay high wages, thus creating unwise spending power and lowering child labor standards.
4. Lack of adequate recreational facilities and programs.
5. Inadequate housing facilities, with resultant discomfort, as well as lack of space for play activities, thus forcing children to play in the streets.
6. Inadequate school programs.
7. Too little acceptance of responsibility on the part of the church.
8. Inadequate laws to protect children and youth; also, lax enforcement of those laws which are on the statute books.
9. Commercialized vice, with resultant social hygiene and narcotic problems.
10. Emotional upset, caused by a war-time spirit of excitement and adventure and coupled with the tension, anxiety, and apprehension of adults.

## NARCOTICS AND JUVENILE DELINQUENCY

The arrests of boys for drunkenness increased 30 per cent in 1942 over 1941, and the increase in the arrests of girls was even higher. This upward tendency has continued in 1943. Significant as these figures are, however, they do not furnish a complete picture; they do not show the close connection between the use of alcohol and crime, sex offenses,

## BE SURE TO SEE "YOUTH IN CRISIS" THE NEW MARCH OF TIME FILM

This month's March of Time, "Youth in Crisis," tells the story of what is happening to our young people because of the disruptions and excitement of war. It doesn't always make a pleasant picture, but it is always an honest one, and often highly dramatic. How intelligent communities are meeting the problems of juvenile delinquency forms the climax of the film and reveals the way the nation can protect the youth for whom the war is being fought.

*Ask your local theatre to show this film.*



divorce, disruption of family life, and general demoralizing influences in the community.

• The use of alcoholic beverages tends to affect adversely those aspects of the life of the individual and of the community which initiate and complicate delinquency practices and conditions. The exercise of reasoning, judgment, discretion, intelligence, will power, and self-control are dependent upon the undisturbed performance of the higher functions of the brain. These higher functions are the first to be affected by alcohol.

*Says Dr. John W. Churchman, specialist in venereal diseases, "Alcohol paralyzes the inhibitions, renders the physical urges more obvious, disarms the critical faculty, breaks down reasonableness, blurs fineness of perception and taste, without necessarily creating the state socially recognized as intoxication." On this point, Dr. Haven Emerson states that "More instances of syphilis and gonorrhea in youths of both sexes, whose sober good intentions are to avoid extramarital connection, have been due to alcoholic abuse than to any other one cause."*

*A recent publication of the Connecticut War Council's committee to investigate crime points out that as life becomes more complex and calls for smooth functioning and coordination of all its parts, the use of alcohol becomes a greater problem for the whole of society. Immediate and long-time objectives in the planning of activities to counteract delinquency must be set up with a view to meeting not only present conditions but the demands of a readjustment period after the war when general insecurity and a slump in moral standards may lead to a sharp increase in consumption of alcoholic beverages.*

### Immediate Activities for Local P. T. A.'s

Parent-teacher associations can—and should—assume leadership in two ways: first, in combatting the immediate problem of juvenile delinquency; and second, in initiating plans for the long-time project of juvenile protection. The first is curative, the second preventive. The following activities are suggested for immediate action on the part of every local P.T.A.:

### Surveys and Discussions

1. Appoint a committee for combatting juvenile delinquency, composed of: (a) those P.T.A. committee chairmen whose work is pertinent to juvenile protection;

and (b) members who are representatives of civic, church, school, and local welfare and character-building agencies.

2. Confer with town or city officials in order to ascertain delinquency problems and how best to combat them.

3. Plan conferences for discussing the problems of juvenile delinquency with all welfare agencies and other interested groups.

4. Compile a list of the local child welfare laws for the use of P.T.A. members.

5. Study the advantages and disadvantages of the curfew law. It is not a cure-all, but it is a step towards helping children and their parents avoid the pitfalls which have increased tenfold as a result of the war.

### Cooperation of Law-Enforcing Agencies

1. Seek the cooperation of law-enforcement officers in enforcing the laws relating to school attendance, the sale of liquor to minors, the curfew, and other child welfare measures.
2. Secure the cooperation of hotel, motel, and rooming-house proprietors in refusing to rent rooms to youthful applicants. Request law-enforcement officers to see that this cooperation is carried out.

### Youth in the Schools

1. Appeal through the radio, press, and personal interviews for young people to return to school. Point out that education is more important than big money and that school attendance is their greatest contribution to the war effort. Encourage part-time employment but see to it that young workers are protected in length of working hours and by other safeguards to their health and morals.

2. Sponsor and encourage the activities of the High School Victory Corps, Youth Councils, etc.

3. Arrange for social activities in the schools that will provide boy and girl companionship.

### Youth in the Churches

1. Cooperate with the churches in making a survey of the community to find children who do not attend church or Sunday school. Urge parents to take these children to church or Sunday school.
2. Make a point of regular church attendance yourselves so as to set an example for young people. We can't hope to fill the Sunday schools if the church pews are empty.

3. Help to arrange programs of activities for young people in the churches. Publicize these activities so that all young people will feel welcome.

### Youth in the Community

1. Organize community centers for young people in vacant stores, which can be furnished through the combined efforts of various groups. Provide and supervise a program of arts and crafts, of games and study groups.
2. Arrange neighborhood activities for young people and, insofar as possible, get men to conduct them, so that children whose fathers are in service won't be entirely without the companionship, counsel, and supervision of men.

### Youth in the War Effort

Plan and sponsor a program of war-time activities in which the children and youth of the community can participate.

*For example, they can participate in the Junior Citizens Service, now being organized (information on this Service is being sent to all local P.T.A.'s), act on defense councils, assist in hospitals, help with Junior Red Cross activities, and assist in all kinds of drives: stamp, salvage, scrap, Red Cross, War Chest, etc. It is important that some form of recognition be given for their services, such as an armband, stripes, or special insignia. Youth wants to feel that the war has been won not for him but with him.*

### Social Hygiene

1. Organize parent study groups on sex and family life education. Most parents are badly in need of sound instruction in these subjects. In these groups, see that the following facts are pointed out: (a) Venereal diseases are a serious cause of suffering and death. (b) Prostitution is the most frequent cause of infection, and it cannot be made safe by "medical inspection and licensing." (c) Only a medical examination can make sure whether one has, or is free of, venereal disease. (d) Only reliable medical treatment can cure those who have venereal disease.

(Continued on page 4)

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(Continued from page 3)

2. Ask your local health department to secure one or more of the following moving pictures from the American Social Hygiene Association and show them in schools and public meetings: "In Defense of the Nation," "Know for Sure," "With These Weapons," "Plain Facts," "For All Our Sakes," and "Enemy of Youth."

3. Find out what good recent books on social hygiene are available in the community and school library. Publicize these books, encourage their use, and arouse interest in adding to the supply.

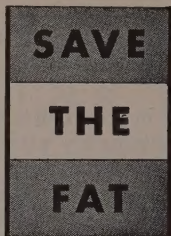
4. Find out what the schools are doing in regard to sex education. See to it that they have better informed parents back of their programs.

5. Find the answers to the following pertinent questions: (a) What are the police and courts doing to combat prostitution in your community? (b) What is being done to redirect sex delinquents? (c) What blood test laws are in force in the state? (d) How do the local drugstores deal with venereal diseases; do they refer cases to doctors and clinics, do they refuse to sell remedies for any venereal disease, do they distribute good educational folders on venereal diseases?

6. Secure the following folders in quantities and make them available at the local drugstores: No. 1, "Syphilis, its Cause, its Spread, its Cure." No. 3, "You Can End This Sorrow." No. 4, "The Doctor Says." No. 5, "Gonorrhea, the Crippler." No. 6, "Are You Being Played for a Sucker?" These may be secured from the Supt. of Documents, U.S. Public Health Service, Washington, D.C., at the rate of one dollar per hundred. Also get copies of Bulletin No. 94, "It Can Happen to You," which is available at 5¢ each, or \$3.75 per hundred.

ALL the activities suggested are definite, concrete, practical steps that can be taken now in every parent-teacher association. They are designed to attack the problem in three ways: through education, prevention, and cure. Let's wipe out this cankerous growth that is spreading like wildfire among our young people. Let's keep them true to the American tradition of wholesomeness and decency. We can—if we ACT AT ONCE.

ATTENTION, JUVENILE PROTECTION CHAIRMEN! Be sure to read *Can Your Community Control Delinquency?* in the December 1943 issue of the *National Parent-Teacher*.



## AMMUNITION FROM *The Kitchen*

THE War Production Board and the U. S. Office of Education have appealed to parent-teacher associations for help in salvaging precious war materials. All types of salvage are important to the war effort, but there is one which lends itself especially well to P.T.A. activity. That is the continuous, never-relaxing drive to save leftover cooking fats for glycerine to make war munitions and medicines.

• Every local parent-teacher association can help America to reach the national goal of 200 million pounds per year by (1) reminding every member to save as much as possible in her own kitchen, and (2) working with the proper school officials to see that all used cooking fats and meat trimmings are saved by the school cafeteria and turned in for salvage.

• Restaurants and clubs are finding it possible to *expand* their waste fat saving, in spite of meat rationing, and the same should be true of the school cafeteria. A recent survey conducted by the Waste Fat Saving Committee established that the average monthly fat salvage possible in high school cafeterias is one-third of an ounce per pupil, and one-fifth of an ounce per pupil in the lower schools. In some communities, the saving rose as high as three ounces per month per pupil. On the other hand, the same survey disclosed that *less than half* of the schools possessing cafeterias made any effort to salvage fats during the school year ending in June, 1943.

• When fats are used in cooking, they can be used again and again, until the "cooking good" is ended—but the glycerine content (about 10 per cent by volume) remains unharmed. It must be remembered, too, that very little frying is done in the average school cafeteria, and this eliminates the largest single cooking use of fat. On the other hand, many cafeterias put emphasis on soups made from meat stock—and the soup kettle is one of the best sources of clear, glycerine-rich fat. All in all, the school cafeteria should be able to salvage enough leftover cooking fat to yield a handsome return—both in terms of the money paid for it by the local dealer and in terms of the satisfaction involved.

• In the member's own kitchen, waste fat saving is important, too. Don't hesitate to use your one-and-only can for this purpose; when the fat has been removed by the renderer who collects it from the meat dealer, the cans are cleaned and shipped to the de-tinner. The can that is used for waste fat saving thus serves a dual purpose in helping win the war.

• When organizing your association's set-up for fat salvage, don't rely on a "few words" plus patriotic motivation. It is suggested that a committee of three be appointed to oversee the effort—one member (preferably the chairman) to contact the local Salvage Committee, one to take over the school cafeteria aspects, and the other to handle the "home front" angles. The results should show up quickly in the collection figures for your community.

### Christmas Editorial

In the December number of the NATIONAL PARENT-TEACHER, there is a heartening Christmas message from the national president, Mrs. William A. Hastings. Pointing out that children are "the greatest and the most beautiful of all the things in life," she urges us to meet the challenge of Christmas by asking ourselves, What are we doing to guard the birthright of good parents? Especially, what are we doing to guard the spiritual faith without which we cannot develop as individuals or grow great as a nation? Her message will give

you a new insight into the meaning of Christmas which, as Mrs. Hastings says, we must "ever strive to keep alive . . . not for one day but throughout the coming years."

### New Pamphlets

At her recent Chicago press conference, held in the president's office of the National Congress of Parents and Teachers, Dr. Katharine F. Lenroot, Chief of the Children's Bureau, called attention to two new pamphlets published by that bureau: "Understanding Juvenile Delinquency" (No. 300) and "Controlling Juvenile Delinquency" (No. 301). These may be obtained from the U.S. Government Printing Office, at 10¢ a copy.



# P.T.A. Victory Garden PRODUCES P.T.A. 20,000 CANS OF VEGETABLES

## • An Amarillo, Texas, Council Project

THE Amarillo, Texas, P.T.A. Council "points with pride" to 20,000 cans of vegetables—and well they might! The food was all raised in the P.T.A. Victory Garden, and the crop was harvested, prepared, and canned by members of the Council. Truly a tremendous project!

The idea of a P.T.A. garden originated three years ago as a means of handling the problem of feeding 900 underprivileged children. It was costing the city \$3,500 a year to feed these children, and the P.T.A. decided to do something about it. The city cooperated by lending ten acres of land, five miles west of Amarillo, and agreed to irrigate the garden from the city water supply.

There were no underprivileged children in Amarillo this spring, but there was the problem of rationed canned goods. As a means of offsetting the anticipated shortage of fresh vegetables, the Council voted to continue its garden in 1943. The only problem was the lack of funds to insure the project. On May 13 and 14 a benefit stage show was given in the High School Auditorium, with every school in the city contributing talent for the production. The P.T.A. netted \$1,057 for the garden project.

A gardener was employed by the Council to do the cultivating, planting, and supervision work. In spite of water shortages and 105-degree temperatures the garden produced the following crops: 167 bushels of beans, 125 bushels of corn, 140 bushels of tomatoes, 12 bushels

of beets (the hail killed this crop), 97 bushels of Swiss chard, 50 bushels of carrots, 62 bushels of okra, and 12 varieties of black-eyed peas (being harvested at the time of this report).

*The crop was gathered by the presidents of the local P.T.A.'s and other members of the Council, many of them arriving as early as six in the morning. Raising the garden and gathering the crop was only one step, however. Preparing the vegetables and canning them required a veritable army of workers, but the Council never faltered. Volunteer helpers from all schools, numbering 300 in all, came to the canning center established at the Sanborn School. The average day's work produced 400 cans complete and ready for distribution.*

As a result of this successful project, led by Mrs. Glenn Bowen, president of the Council, more than 12,000 school children of the nineteen Amarillo schools are this year assured of garden fresh vegetables every day at the cafeteria dining tables. Their meals at school will be well balanced, even though home meals may at times suffer from a shortage of ration points.

The P.T.A. garden idea is spreading throughout the state, thanks to the Amarillo results of the past two years. San Antonio P.T.A.'s tried it also, and although their first garden produced only 6,018 cans of food, they see that it can be done and they are planning to expand their gardens considerably this next year.

**LOCAL PRESIDENTS:** Have you thought of asking your committee chairman to subscribe to the *National Congress Bulletin*? The subscription price is only 20¢ a year. Perhaps the association would consider purchasing two or three extra subscriptions for their use.

## Mrs. Hastings Attends New York Times Conference

AT THE all-day conference, "The Challenge to Women's Organizations," held by the *New York Times*, the National Congress of Parents and Teachers was represented by its president, Mrs. William A. Hastings. Representatives of the six international women's organizations as well as the heads of the most important national women's organizations formed the panel of speakers, each of whom told what constructive action can and should be taken by her own organization in order to achieve the all-important goal: a strong and wise America in a peaceful world.

**States the Times:** "The aggregate power of the organized womanhood of this country, if thrown behind one or two single objectives, would be incalculable." For that reason the *Times* arranged this conference and asked each of the participants "to make not merely a report of your organization's factual achievements, but to bespeak a broad-voiced hope for tomorrow, and the objectives which you believe the women of the nation could achieve if spiritually united."

This conference is part of a comprehensive program on postwar planning being launched by the *New York Times* as an outgrowth of the highly successful *New York Times* Hall held last April.

• • •

Although it is well known that the National Congress is not a woman's organization, since more than 900,000 of its members are men, it does send representatives to meetings of women's groups when the program bears directly upon the objectives of parent-teacher work.



Speakers at the New York Times Conference

Reading from left to right: Mrs. Maurice Goldman, National Council of Jewish Women; Mrs. Ida B. Wise Smith, National Woman's Christian Temperance Union; Miss Amy O. Welch, United Council of Church Women; Mrs. Charles Heming, New York League of Women Voters; Miss Margaret Hickey, National Federation of Business and Professional Women's Clubs; Judge Dorothy Kenyon, Women's Action Committee for Victory and Lasting Peace; Mrs. Anne O'Hare McCormick, *The New York Times* (and chairman of the conference); Mrs. Henry A. Ingraham, National Young Women's Christian Association; Mrs. Lawrence Smith, American Legion Auxiliary; Mrs. William A. Hastings, National Congress of Parents and Teachers; Miss Rose Schneiderman, Women's Trade Union League; and Mrs. Winthrop Penneck, Association of the Junior Leagues of America.



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# Legislation Program FOR 1943-44

Adopted by Board of Managers of the National  
Congress of Parents and Teachers, September, 1943

## 1. Adequate Support of Certain Federal Offices

All Federal Offices here considered are mobilized to contribute maximum assistance toward the successful prosecution of the war. Accordingly, whatever budgets for their maintenance are recommended by the U.S. Bureau of the Budget should be vigorously sustained.

- (a) U.S. Office of Education (including a division of creative arts and a radio division), Federal Security Agency.
- (b) Bureau of Human Nutrition and Home Economics, U.S. Department of Agriculture. (The former "Bureau of Home Economics" has been reorganized and its name changed, as indicated, in harmony with its new functions.)
- (c) Children's Bureau, U.S. Department of Labor. In addition to appropriations for regular divisions of the Children's Bureau, adequate appropriations for maternal and child care for wives and babies of service men, without any hampering restrictions which deny the Children's Bureau the right to set standards for medical service.
- (d) Cooperative Extension Home Demonstration, U.S. Department of Agriculture.
- (e) U.S. Public Health Service, Federal Security Agency.
- (f) Federal Food and Drug Administration, Federal Security Agency.  
(There is no longer any surplus food so "(g), Surplus Food Removal Agencies," was struck out.)

## 2. Child Labor

- (a) Ratification by the states of the Child Labor Amendment.
- (b) Such Federal legislation as will give the necessary protection to child workers, with special emphasis on the establishment of: (1) a basic mini-

mum age of 16 for employment; (2) a higher minimum age for employment in hazardous occupations; and (3) a minimum wage provision for minors.

## 3. Federal Aid for Education

- (a) Federal funds to equalize educational opportunity among the several states, including provisions insuring: (1) distribution according to need, such need to be determined on the basis of established facts, which shall serve as a foundation for a specific formula for apportionment; (2) maximum local and minimum Federal control; and (3) encouragement for maximum effort by states to equalize educational opportunities within their own boundaries. This includes funds for libraries and for the education of handicapped children.
- (b) Because of the war emergency, support of S.637, 78th Congress, which calls for appropriations to equalize educational opportunities among and within the several states and of emergency funds to increase teachers' salaries to combat the unprecedented loss of teachers to higher paid occupations in war industries as provided in S.637. (Urge that in the future greater emphasis be placed on the principle of equalization.)
- (c) Federal funds to give aid in the construction of school buildings after competent approved surveys.
- (d) Federal funds to provide educational opportunities for the children of Government employees on Federally owned property.

## 4. Vocational Education

Increased control of vocational education by state departments of education to facilitate the integration of vocational and general education.

## 5. Emergency Aid for "Community Facilities"

In further appropriations for "community facilities," the inclusion of a provision that *determination of need* for educational, health, or other technical facilities be established by the Federal agency best qualified in these respective fields and that funds be ear-marked for the use of each such agency to render this service.

## 6. Local Control

In all Federal child welfare legislation, inclusion of provisions that will insure maximum local control.

## 7. Extension of Merit System for Civil Employees, both State and National

Many Federal acts providing for the allocation of Federal funds to states for social welfare purposes require that state employees who administer these funds must be "qualified." Unless this requirement is met by the states, there is danger that Federal control of such services will be increased. The importance of qualified teachers is accepted. Is it not equally important that employees administering health, juvenile protection, and other child welfare services be qualified? The alternatives are political or increased Federal control.

## 8. Election of Board of Education for the District of Columbia

The Board of Education of the District of Columbia is now appointed by the District Court of the United States for the District of Columbia, which in turn is appointed by the President of the United States and confirmed by the United States Senate.

The election, rather than the appointment, of school boards is a generally accepted recognition of the democratic principle that the child belongs to the family. It constitutes the most reliable fortress against totalitarian ideologies in public education.



## 9. Motion Pictures

To abolish compulsory block booking and blind selling.

## 10. Oppose Advertising of Intoxicating Liquor by Radio

## 11. Oppose Legalizing a National Lottery

A bill has been before the United States Congress for several years providing that the "Secretary of the Treasury, with the approval of the President, be authorized to conduct a lottery or lotteries to raise funds not exceeding \$1,000,000,000, in any one year, to be covered into the Treasury as a miscellaneous receipt."

## New Items

1. Provision for day care of children of working mothers as provided in the Thomas bill, S.1130, which has passed the Senate and has been referred to the House Committee on Education.
2. Continue support of Federal appropriations to assist in continuing the school lunch program. The present appropriation of \$50,000,000 is for one year only.
3. Support continuance of the Farm Security Administration.
4. Support of S.875, the Victory Corps Act of 1943, which provides appropriations for pre-induction training and physical examinations for high school students.
5. Support of legislation which may come before either branch of the U.S. Congress which embodies the following principles:

- (a) Adequate machinery to insure international peace.
- (b) Full participation by the United States in the establishment and maintenance of the organization mentioned above.

(The chairman of Legislation, the chairman of International Relations, and the national president were empowered by the Board of Managers to select this particular type of legislation.)

## Recommendation for State Adoption Laws

On the basis of serious lacks, abuses, and inequalities discovered in the prevailing system of adoption and guardianship, as revealed by survey reports submitted by the state congresses of forty-three states, the Board of Managers of the National Congress at its meeting held in September, 1942, recommended that the legislative committee of each state congress appoint a special subcommittee to study the state laws as to:

1. Prevention of indiscriminate placing of children.
2. Establishment of a trial period prior to entry of the order of adoption.
3. Mandatory investigation by trained workers of the adoptability of the child prior to his final transfer for placement in an adopting home.
4. Mandatory investigation by trained workers of the propriety of the adopting home.
5. Action to make available to the court in all cases and to the attorneys in contested cases the report and recommendations of the investigating social agency.
6. Requirement that the birth certificate omit any reference to a child's legitimacy or adoption.
7. Prevention of indiscriminate advertising of children for adoption.

The Board further recommended that: (a) when any one of the aforementioned provisions is lacking, a committee including representatives of the bench, the bar, the medical profession, and welfare and child-placing agencies submit suitable amendments for the next session of the state legislature; (b) that, when new state laws are to be drafted, specialists in this field be consulted (refer to Children's Bureau, U.S. Department of Labor); and (c) that the promotion of activities directed toward improving the laws covering adoption and guardianship be made a nation-wide parent-teacher project.

## SPECIAL NOTES ABOUT THE NATIONAL P. T. A. Radio PROGRAM

The Baxters, whose wartime ups and downs are furnishing us all food for thought again this year, are now well launched on a timely and meaningful series of episodes. Janey, Bud, and Sandy manage to supply plenty of problems for their busy parents to solve, and Marge and Bill have their hands full, as usual. And, as usual, the "Voice of the P.T.A." comments briefly on each broadcast for the benefit of all parents who are faced with similar problems.

Presented by the National Congress of Parents and Teachers in cooperation with the National Broadcasting Company, this series goes on the air regularly each Saturday afternoon, 1:30 to 1:45 p.m., Eastern War Time.

*Special Note to Chicago Listening Groups:* There being no outlet for the program from any Chicago station at the regular time of broadcasting, each week's presentation is rebroadcast on the following Saturday morning, 9:45 to 10:00 a.m., Central War Time, over Station WMAQ.

*Special Note to Listening Groups Elsewhere:* If you are unable for any reason to tune in the Baxters, consult your local radio stations, who can record and rebroadcast the programs at some convenient hour.

*Special Note to Local Parent-Teacher Associations:* It is very important that as many P.T.A. members as possible be enabled to hear and profit by these broadcasts, which present the problems confronting our organization and the approved ways of solving them. It is never too late, while the series lasts, to organize a listening group.

*Special Note to Individual Members:* Whether or not you belong to a listening group that tunes in regularly, you can help the National Congress get the most effective results possible from the series if you (1) listen to every broadcast yourself, (2) tell all your friends about the series and urge them to listen, and (3) send in your evaluations and suggestions.

*Special Note to Local Leaders:* Publicity for the Baxters is publicity for the parent-teacher wartime program. Promote this series in your community in every way possible. It's more than worth your while.

## 1944 NATIONAL CONVENTION DATES

Time—May 22, 23, 24  
Monday, Tuesday, Wednesday  
Place—New York City, N. Y.  
Hotel Pennsylvania





## STREAMLINERS

### Radio Study Clubs

Station KOAC, in Corvallis, Oregon, cooperates with the State Congress of Parents and Teachers in presenting a weekly program that forms the basis for the P.T.A. Radio Study Clubs throughout the state. Each month there is a series of related programs on some timely subject, such as juvenile delinquency (October), grade cards vs. progress reports (November), children at work (February), and the question of how we shall treat newcomers (March).

### Students Included

The Classical High School of Springfield, Massachusetts, has enlarged its P.T.A. into an enthusiastic Parent-Teacher-Student Association. It was organized in May, 1943, because "the students had come to understand that a parent-teacher association exists primarily for their benefit, and that it becomes more effective with their support and participation." Students are represented on the executive board, two of them holding offices in the association.

### Idaho Uses New Method to Promote Magazine

A new method of *National Parent-Teacher* promotion was undertaken. A Magazine chairman in each district and in each city and county council was appointed to assist the state chairman in making contacts with local chairmen. Idaho took fifth place among the states showing the greatest gain in subscriptions from April 1, 1942, through March 31, 1943, and first place for the highest percentage of subscribing members during the same period.

### Massachusetts Builds for Safety

With a Safety chairman serving as Director of the Education Division of the State Safety Council, excellent work has been done in this field. Efforts have centered about obtaining volunteer playground supervisors, securing state-wide identification and registration of children, promoting a high-school safety program, arousing interest in the safe day care of children whose mothers work, and educating public opinion toward appreciation of the need of strict attention to personal safety, both as a matter of human conservation and as a patriotic duty to conserve valuable manpower in time of war.

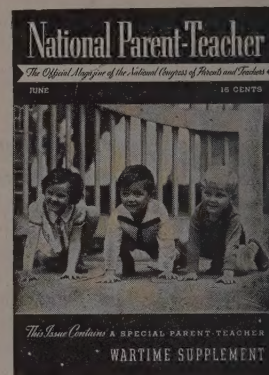
## WOMEN NEEDED!

The women's divisions of all branches of the armed forces — Army, Navy, Coast Guard, and Marines — are eagerly calling for more recruits. Almost every parent-teacher member is in a position to influence at least one eligible young woman to join Uncle Sam's forces. "The women in service are doing a very necessary job and doing it extremely well," say the men officers who have trained and supervised them, "but we need more of them!" So if you can persuade even one more young woman to "join up," you will be helping our war effort.

### High School Units in Illinois Gain in Membership

Of fifty-five high school associations reporting, twenty-three reported a substantial gain in membership in spite of the war. There was evidence of increased cooperation between grade-school and high-school units, the high-school association president often appearing before the grade-school units to present the value of the high-school parent-teacher organization and thus promote a continuous program of work.

## FOR CHRISTMAS — HERE'S THE ANSWER



Still wondering what to give for Christmas, where you want to send "something different, but not too expensive"? It's a sixty-four-dollar question, all right, but the answer costs only ONE dollar. Send a year's subscription to the NATIONAL PARENT-TEACHER. You'll get a fervent thank-you — and ten fervent bless-yous, one each month when the Magazine arrives, with its wealth of practical help on every-day problems and its brilliant messages of inspiration.



## Christmas Gift Order Blank

I want to order the *National Parent-Teacher* to be sent as a Christmas Gift to the following person for one year beginning with the next issue. I am enclosing \$1.

Name \_\_\_\_\_

Street and Number \_\_\_\_\_

City and State \_\_\_\_\_

Name of P.T.A. \_\_\_\_\_

Make check or money order payable to the *National Congress of Parents and Teachers*. If you do not wish to cut your Bulletin, copy the order form on a plain sheet of paper, attach remittance, and mail to

**NATIONAL CONGRESS of PARENTS and TEACHERS**  
600 South Michigan Blvd., Chicago 5, Illinois

